



Escuela Éxitos Local Literacy Plan: 2024-25 School Year

To support every child reading at or above grade level every year, beginning in kindergarten, and to support multilingual learners and students receiving special education services in achieving their individualized reading goals in order to meet grade level proficiency, a school district or charter school must adopt a local literacy plan that describes how they are working to meet that goal. A district must update and submit the plan to the commissioner by June 15 each year [Minn. Stat.120B.12, subd. 4a \(2023\)](#). With the purpose of assisting districts and charter schools, the Department of Education has developed this Local Literacy Plan template. The Local Literacy Plan must be approved by the Superintendent and posted to the district or charter school's website annually.

District or Charter School Information

District or Charter School Name and Number: Escuela Éxitos 4283-07

Date of Last Revision: November 26, 2024

Minnesota READ Act Goal

The goal of the READ Act is to have every Minnesota child reading at or above grade level every year, beginning in kindergarten, and to support multilingual learners and students receiving special education services in achieving their individualized reading goals [Minn. Stat. 120B.12 \(2023\)](#).

District or Charter School Literacy Goal

OUR SCHOOL

Mission

Develop bilingual, bi-literate and multicultural students who have an appreciation for diversity, equity, integration and inclusion and a perspective that will allow them to be successful as a workforce and community member in any global market or economy. By being globally aware and socially responsible, our students will be able to solve problems of the future by communicating and working collaboratively across multiple cultures and communities.

Vision

A community school that through bilingual education grants dreams, saves lives, and gives power and freedom to all stakeholders by developing future leaders ready to change the world.



OUR MODEL

We will meet our mission and vision by linguistically integrating with fidelity a Two-Way Dual Language Immersion Program that is beneficial for English Language Learners as they will be able to learn academic content in both English and their native language, and for English dominant learners who will benefit greatly from immersing with proficiency in two languages.

Our Two-Way Dual Language Immersion 90/10 literacy program focuses on the strength our students come with and when already reading is Spanish it focuses on helping students make cross-linguistic connections to what they already know and English.

Foundational to the Escuela Éxitos program structure are the three core goals of Two-Way Dual Language education:

- Grade Level Academic Achievement (in both languages)
- Bilingualism and Biliteracy
- Sociocultural Competence

Our 90/10 Program by grade level is as follow:

Grade Level	Spanish	English
Kindergarten	90	10
1 st Grade	90	10
2 nd Grade	80	20
3 rd Grade	70	30
4 th Grade	60	40
5 th Grade	50	50
6 th Grade	50	50
7 th Grade	50	50
8 th Grade	50	50

The Key Dimensions of our Model include:

- Two-Way Dual Language Immersion for Language and Literacy learning that ensures all students emerge as bilingual and biliterate. We do this through Quality Academics, using an Innovative Approach with Proven Models and Leaders.
- Personalized Student-Centered Learning, including individual learner profiles and paths, a flexible learning environment, progress based on mastery of learning, student ownership of learning and significant opportunity for both voice and choice by students.
- Inclusive School Culture by creating a Caring Community that is Diverse, Equitable and Inclusive, Supports Student Needs and promotes Significant Community and Family Engagement with Authentic Involvement in Shaping the School.
- Prepared for the Future through 21st Century Skill Development that provide students with the Tools and Abilities to Thrive and Navigate in a Global Economy and Society, with Skills for Success through an Academically Rigorous Educational Content with High Expectations that ensure all students can succeed. Included in this content is the Global curriculum and related experiences (through the United Nations Sustainability Goals) that ensure students have an understanding of world issues and the confidence and skills to contribute solutions to global problems while working alongside students from other countries that speak Spanish or are in a Spanish Immersion Program themselves.

Like all Extraordinary Schools, we will create and have an approach that includes broad and transparent community and family engagement. As we embark on detailed design work, we will embrace opportunities for authentic input from the families of those we intend to serve as well as key community organizations and leaders.

Our approach combines best practice from high performing schools nationally with the latest research on language acquisition. Our focus on Two-Way dual-language immersion learning will result in all students being proficient in two languages and will build a multi-cultural, multi-lingual learning environment based on a foundation of deep and caring relationships.

OUR GUIDING PRINCIPLES

Our Seven (7) Guiding Principles which will be described in more detail in a later section are:

- Program Structure
- Instruction
- Curriculum
- Assessment and Accountability
- Staff Quality and Professional Development
- Family and Community Engagement
- Support and Resources for all (Community School)

They are the foundation of our program and are based on relevant literature and research on best practices in Dual Language Education with each having Components or Key Points that are frequently monitored and assessed for Level of Alignment (Minimal, Partial, or Full Alignment or Exemplary Practice).

Two-Way Dual Language Immersion supplies responsive pedagogy, values a student's language, promotes family engagement, deepens the student teacher relationship and sets the stage of academic equity and equality. The focus is not assimilating students into English as quickly as possible, but promoting biliteracy for both Spanish and English speaking students.

(Howard, E. R., Lindholm-Leary, K. J., Rogers, D., Olague, N., Medina, J., Kennedy, B., Sugarman, J., & Christian, D. (2018). *Guiding Principles for Dual Language Education* (3rd ed.). Washington, DC: Center for Applied Linguistics.)

LEADER RECOMMENDATIONS AND GUIDELINES

- Change your thinking regarding the goal of research and evaluation in language minority education. Be prepared to undertake long-term actions and to look for long-term results, while de-emphasizing short-term studies or program evaluations for school decision-making. Be prepared to ask better questions about program effectiveness.
- Collect data that is both cross-sectional and longitudinal, and examine successive cohorts of students, in order to get the full picture of the effects of your instructional programs for English language learners, as well as for all language minority students.
- Realize that you must embark on a long-term effort to improve the outcomes of your school's instruction in all subjects and for all students. Improving language minority students' performance is a long-term undertaking, even under the best and most favorable of instructional environments and programs.
- Determine the expected long-term achievement that will result from continued implementation of your present program for English language learners. Then, determine which program's long-term achievement corresponds best with your expectations for your students.
- "Move up" to a well implemented instructional program for English learners whose long-term predicted achievement matches your expectations for your students.
- Resolve that you will faithfully and fully implement your instructional program of choice for 3-5 years and that you will follow student achievement in all content areas during this time.
- Implement your chosen instructional practices as well as possible and monitor your instructional programs continuously.

- Ask yourself, "Have our present instructional practices created long- term parity for language minority students with native-English speakers?" Arrange for your school or your school system to take the Thomas-Collier test of equal educational opportunity.
- Close that achievement gap and keep it closed!

Why This Model Works

This model works for all learners for multiple reasons.

1. Spanish is one of the easiest languages to learn because of its shallow orthographic depth. With no unfamiliar phonemes, only one pronunciation/sound for its 5 vowels and 5 diphthongs, and its simple rules for syllabication, words are easy to decode and most words are written as they are pronounced. So, reading and writing in Spanish is a straightforward and easy task.
2. 86% of the Spanish and English alphabet have the same phonemic sounds and follow the same pattern i.e. the letter c and g.
3. Of the 31 Blends that exist in English, Spanish and English have 13 in common, and they follow the same pattern when decoding.
4. You learn to read in Spanish the same way you learn to read in English. Focusing on the Big 5 (Phonics, Phonemic Awareness, Decoding/Syllabication, Vocabulary, and Fluency) in Spanish, a much easier language to learn. The research shows that when a skill is learned in one language it is applicable/transferable to a second language. In this model, students are already decoding/reading simple two and three syllable words in Spanish by the end of Kinder as compared to their English monolingual counterparts that are typically not decoding/reading simple two and three syllable words in English until the end of First grade.
5. Studies from the U of M have shown that it takes 2.5 years longer to become proficient in English than in Spanish. Our students learn the decoding skills quicker

and practice them for a longer period of time in order to master them and this promotes biliteracy in both languages. By 3rd grade students are applying the learned skills in Spanish to reading in English.

6. There are cognitive, academic, cultural and economic benefits to being literate in two languages. With Spanish being a Latin-based language and much of the academic language having Latin roots (specifically in Math and Science) students master and connect words in both languages.
7. In addition to learning two languages, Students learn cognates quickly and double their vocabulary, which in turn allows for increased reading fluency and comprehension in both languages.
8. We will ensure that all student have access to grade level standards, don't miss pertinent grade level content, and will allow for students to work on needed skills and enhance those they have already mastered. In other words, they are not losing years of learning while they are being assimilated into English.
9. English speakers in years 1, 2 and 3 will receive support by embedding Spanish content and academic language in math and science along with a Spanish language intervention class to develop a basic understanding of the language, specifically phonics, syllabication and decoding.
10. We use Kagan Collaborative Structures to embed Social and Emotional Learning in our delivery of instruction. Kagan emphasizes the Importance of a Caring Culture through classroom and team building structures that require students to use all 4 domains of language acquisition (Reading, Speaking, Listening, and Writing). Our caring culture of respect is evident everywhere and in everything students do.
11. A skill learned in one language does not have to be taught in the other. A student that learns to add in Spanish will be able to add in English. **A student who learns to decode and read in Spanish will be able to decode and read in English with 86% accuracy as 86% of the letter in the Spanish and English alphabet have the same sound. (i.e.: in, boy, ball, can, man, in, his, so, will, was, him, for, over, only, back, most, old, show, small, land, point, plant, never, car, girl, list, stop, ship, etc.). Some students might read these with a Spanish accent, but read them they will.**

The key components of our approach, all serve to ensure diversity, equity and inclusion. Equity suggests that all students have unique opportunities and resources to grow to their full potential. A highly individualized approach is based on the notion of every student getting what they need, access to resources is facilitated by 24/7 learning tools and supports, and our design thinking process ensures equitable distribution of resources: talent, financial and others. Robust stakeholder engagement in both languages is based on empathy and promotes a deep understanding of community needs and vision by providing families opportunities to engage by what they need or is of interest to them. Supports around social and emotional learning ensure students are ready to learn. Our use of data to inform decisions and monitor progress serves to keep a light on equity and prevents the development of barriers to equity and opportunity.

Beyond the outcomes articulated above our most important reason for selecting this approach is found in recent research suggesting that Two-Way Dual Language Immersion instruction model is more effective for all learners, especially ELL's.

THE RESEARCH

What it says about

Two-Way Dual-Language Education, its Impact on English Language Learners and the Recommendations

There is substantial research suggesting that a Two-Way Dual Language Immersion Education Program improves outcomes for Hispanic/Latino ELL's and English speakers learning Spanish. In general, the following benefits have been identified:

- Higher Academic and Educational Achievement - Improves overall school performance, promotes higher performance on standardized tests.
- Language and Literacy - Promotes reading in Spanish at a faster pace (for all learners) because of its shallow orthographic depth, and with learned skills in one language being transferrable to another, students can master both languages.

- Cognitive Skill Development - Boosts mental abilities, increases creativity, divergent thinking, pattern recognition and problem-solving skills.
- Cultural and Social - Cultivates a deeper understanding of other cultures. Nurtures respect for other people (speakers of other languages) and cultures and intensifies esteem and pride in the heritage language.
- Economic - Provides students with a competitive advantage in the workforce and opens more opportunities for career choices and higher compensation.

https://carla.umn.edu/immersion/documents/ImmersionResearch_TaraFortune.html

Furthermore, Wayne P. Thomas and Virginia Collier, 1997, on School Effectiveness for Language Minority Students found that Two-Way programs like ours when implemented properly give language minority students what they need to be academically successful in English, and produce the highest academic achievement results compared to other traditional programs, when:

- academic instruction is on grade level and in the students' first language for as long as possible (at least through 6th grade).
- grade-level academic content is taught through both languages.
- the sociocultural environment for the language minority student is transformed and they receive learning support in both languages.

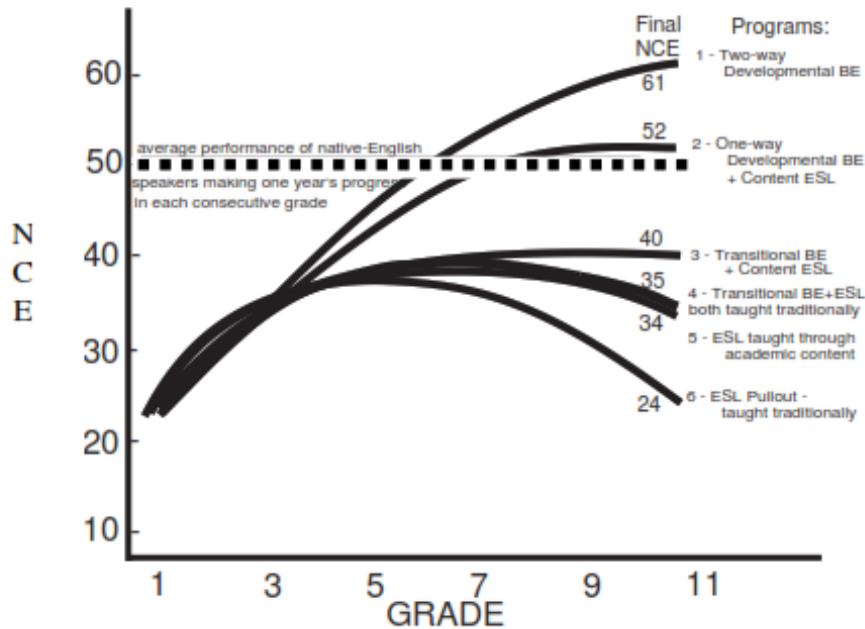
Figure 6

PATTERNS OF K-12 ENGLISH LEARNERS' LONG-TERM ACHIEVEMENT IN NCEs ON STANDARDIZED TESTS IN ENGLISH READING COMPARED ACROSS SIX PROGRAM MODELS

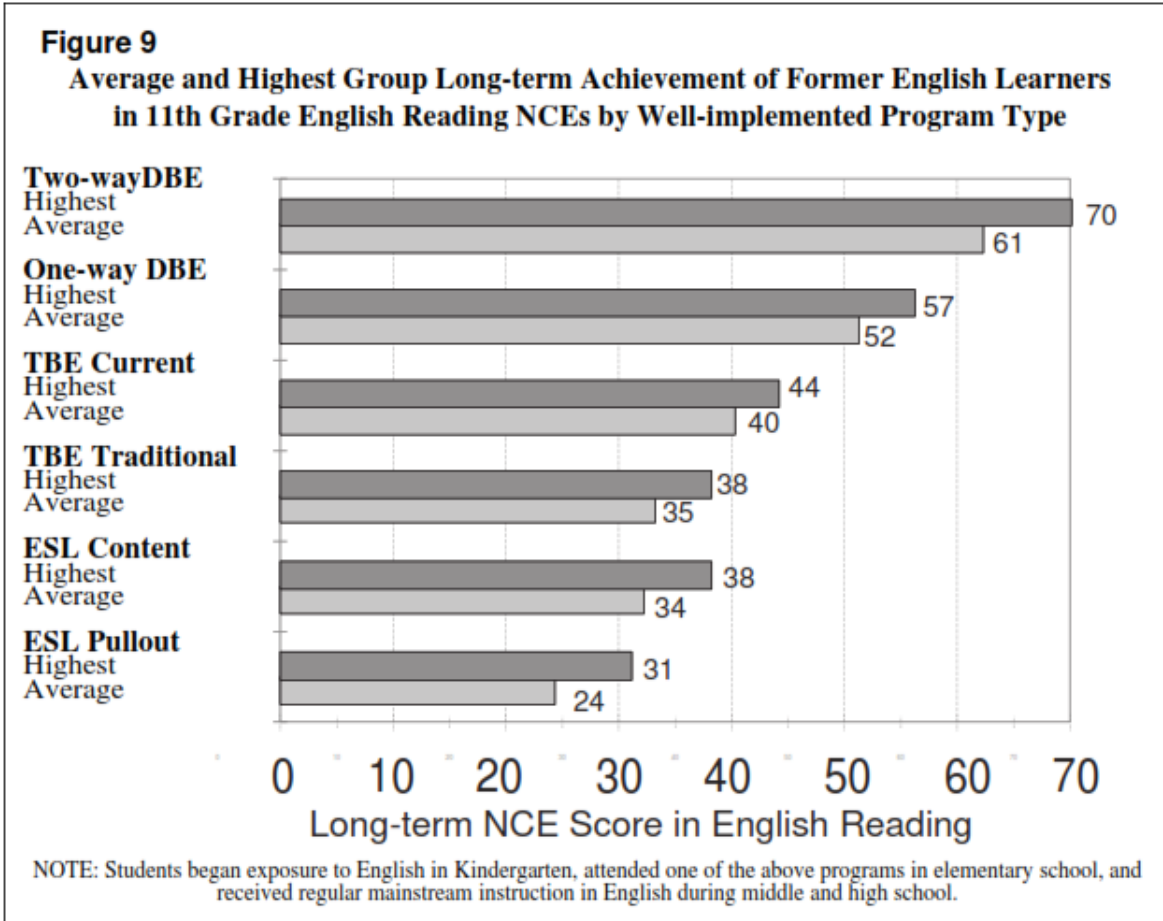
(Results aggregated from a series of 4-8 year longitudinal studies from well-implemented, mature programs in five school districts)

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- Program 1: Two-way developmental bilingual education (BE)
- Program 2: One-way developmental BE, including ESL taught through academic content
- Program 3: Transitional BE, including ESL taught through academic content
- Program 4: Transitional BE, including ESL, both taught traditionally
- Program 5: ESL taught through academic content using current approaches
- Program 6: ESL pullout--taught traditionally



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Additionally, the following research studies have been reviewed and provide clear evidence of the benefits of Two-Way Dual Language Immersion Programs for all learners.

LANGUAGE LEARNING IS BENEFICIAL TO BOTH MONOLINGUAL ENGLISH AND ENGLISH LANGUAGE LEARNERS IN BILINGUAL AND TWO-WAY IMMERSION PROGRAMS

- Pagan, C. R. (2005). English learners' academic achievement in a Two-Way versus a structured English immersion program [Abstract]. *Dissertation Abstracts*

International, A: The Humanities and Social Sciences, 66 (5), 1603-A-1604-A. (Available from UMI, Ann Arbor, MI. Order No.DA3175715.)

The findings support work by other researchers who have reported that teaching English learners in their home language does not impede the acquisition of English. Similarly, English-dominant students in a TWI program, by the end of their first and third year of this study, were achieving at-or-above grade level in both English and Spanish.

LANGUAGE LEARNING IS BENEFICIAL IN THE DEVELOPMENT OF STUDENTS' READING ABILITIES

- Diaz, J. O. P. (1982). The effects of a dual language reading program on the reading ability of Puerto Rican students. *Reading Psychology, 3(3)*, 233-238. from ERIC database.

This study revealed that Puerto Rican students recently arrived in the United States who participated in a bilingual reading program in Spanish and English performed significantly better than did similar students who did not participate in the program.

THERE IS EVIDENCE THAT LANGUAGE LEARNERS TRANSFER SKILLS FROM ONE LANGUAGE TO ANOTHER

- Cunningham, T. H., & Graham, C. R. (2000). Increasing native English vocabulary recognition through Spanish immersion: Cognate transfer from foreign to first language. *Journal of Educational Psychology, 92(1)*, 37-49. from PsycINFO database.

Findings support the idea that Spanish immersion has English-language benefits and that positive transfer (cross linguistic influence) occurs from Spanish as a foreign language to native English receptive vocabulary.

THERE IS A CORRELATION BETWEEN SECOND LANGUAGE LEARNING AND INCREASED LINGUISTIC AWARENESS

- Demont, E. (2001). Contribution of early 2nd-language learning to the development of linguistic awareness and learning to read/Contribution de l'apprentissage précoce d'une deuxième langue au développement de la conscience linguistique et à l'apprentissage de la lecture. *International Journal of Psychology*, 36(4), 274-285. from PsycINFO database

This study aimed to validate the effects of second language learning on children's linguistic awareness. More particularly, it examined whether bilingual background improves the ability to manipulate morpho- syntactic structure. The study postulated that children who received instruction of 2 languages (French- German) may develop enhanced awareness and control of syntactic structure since they need an appropriate syntactic repertoire in each language. In return, these children will gain access to the written language with more ease. The results showed an advantage for the children who attended bilingual classes since kindergarten: they were better at grammatical judgment and correction tasks and word recognition.

LANGUAGE LEARNING CAN BENEFIT ALL STUDENTS

- Holobow, N. E., Genesee, F., Lambert, W. E., & Gastright, J. (1987). Effectiveness of partial French immersion for children from different social class and ethnic backgrounds. *Applied Psycholinguistics*, 8(2), 137-151. from PsycINFO database.

It was also found that socioeconomically underprivileged students (both Black and White) benefited from an immersion-type introduction to a foreign language as much as students from middle class homes did. Research results demonstrate that first language reading skills are related to second language reading skills, but that children must have first language literacy in the skill for this relationship to exist; oral proficiency in the first language is not sufficient.

A rigorous core curriculum, combined with evidence-based interventions, will support content acquisition in both languages, and assure that results like the ones Thomas and Collier found can be obtained by Escuela Éxitos if our Two-Way Dual Language Immersion Program is implemented with fidelity.

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Special Education Support

Escuela Éxitos will contract with an appropriately licensed special education director and will carefully monitor programming and services to ensure compliance with sections 613(a) (5) and 613(e) (1) (B) of IDEA.

The Special Education program at our school will provide specialized instruction and support to qualifying students struggling with academic and behavioral expectations. Specialized instruction and supports are provided by licensed Special Education Teachers, Occupational Therapists, Speech/Language Pathologists, and Paraprofessionals. Students qualify for service via an assessment process, as outlined by the Minnesota Department of Education and the Individuals with Disabilities Education Act.

Once identified, a team of individuals, consisting of parent, regular education teacher, special education teacher and administration meet to develop a plan to address the needs of the student. This plan (IEP) outlines goals the student works on as well as the amount of time needed to meet the goal and corresponding supports and adaptations required. The IEP team will make placement decisions that allow for the student with a disability to receive their education in the regular classroom environment to the maximum extent appropriate or, to the extent such placement is not appropriate, in an environment with the least possible amount of segregation from the student's nondisabled peers and community.

Escuela Éxitos' Child Find Process is for the purpose identifying students who are at-risk and providing them preventative supports prior to considering special education services. The child find process is designed to identify modifications and accommodations that are helpful and facilitate learning for the student to prevent the students from needing special education services. This process involves identifying interventions, putting them into practice and gathering data on the effectiveness of the interventions to determine if a referral is needed or not. This process begins in the general education setting.

General education teachers and staff identify students who have had difficulty being successful at school due to academic, behavioral, emotional, social, and/or medical reasons. The process involves the following steps: Identification of Concern, Data Collection, Complete of Referral Forms, Child Find Meeting, Implement Interventions and Evaluating Results. A school-based multidisciplinary child find team meets regularly to monitor progress and evaluate results. Their role specifically is to: Facilitate Child Find

meetings, provide guidance in developing, Help analyze intervention data, Help evaluate student progress with an intervention, provide guidance with transitional steps for Special Education Recommendation (if necessary) and Keep records of all intervention paperwork for the student. If the student does not make progress after the 6-week intervention period the team will discuss if a special education evaluation is warranted.

Escuela Éxitos will use a variety of instructional strategies to ensure equity and inclusion are central to all plans. The following co-teaching models of inclusion inform instructional decisions and drive collaborative relationships:

Monitoring: SPED Teacher provides support (generally 15 minutes per week) directly to a student with a disability who attends classes with non-disabled peers for an entire school day. SPED Teacher is responsible for the goals on the IEP.

Consultation: General education teacher and SPED teacher meet regularly to plan, implement and monitor instructional alternatives designed to ensure that the students with exceptionality are successful in the general education classroom. Records and data are required.

Support Facilitation: A SPED teacher provides support for the SPED student's achievement in the general education classroom. The SPED teacher may work and move among two or more basic education classrooms, working with the general education teachers and students identified with special education needs. The frequency and intensity of support varies based on IEP goals/services.

In the **Inclusive classroom** teachers co-plan for their students with IEP's using one of the following service delivery models: **One teach, one assist:** one teacher leads the lesson and the other teacher observes and assists students. **Alternative teaching:** one teacher works with a large group while the other teacher works with a small group of

students. Small groups can be pulled for pre-teaching, re-teaching, enrichment, interest groups, special projects, make up work, or individual support.

Parallel teaching: The class is divided in half. Both teachers plan instruction jointly and are teaching the same lesson at the same time. **Station teaching:** The SPED teacher and the general education teacher divide instructional content into several segments and present the content in separate learning stations around the classroom. Both teachers may move between groups in order to provide support.

Team teaching: Both the general education and special educator share in the instruction of students. One teacher may lead the discussion while the other teacher models or demonstrates. Team teaching affords the ability to model quality team and interpersonal interactions.

Weekly collaboration meetings are held for instructional planning with the special education and general education teachers.

A deep understanding of inclusion and the specific needs of teachers to address anomalous learning patterns and special needs of individual learners will be fostered through professional development and collaboration. Our team will assist teachers in analyzing the learning styles and abilities of special needs students, and in drafting plans that specifically address those styles and abilities.

We will develop and fully integrate a learning supports component by weaving together the resources of school, home, and community into a full continuum of integrated systems of intervention. The continuum will encompass resources, strategies, and practices that provide physical, social, emotional, and cognitive supports. Such a system is essential to closing the achievement gap.

Universal and Dyslexia Screening

Identify which screener system is being utilized:

- mCLASS with DIBELS 8th Edition
- DIBELS Data System (DDS) with DIBELS 8th Edition
- FastBridge: earlyReading (Grades K-1) and CBMReading (Grades 1-3)

Grades K-3 Screeners

Indicate in the chart below the assessment(s) used for universal and dyslexia screening for grades K-3 students, what skills are assessed with the screener, and how often the screener data is collected.

Name of the Assessment	Target Audience (Grades K-3)	What component of reading is being assessed? (Each component should be addressed.)	Assessment Type (Each type of assessment should be represented.)	How often is the data being collected?
mCLASS with DIBELS 8th Edition	<input checked="" type="checkbox"/> Grade K <input checked="" type="checkbox"/> Grade 1 <input checked="" type="checkbox"/> Grade 2 <input checked="" type="checkbox"/> Grade 3	<input checked="" type="checkbox"/> Oral Language <input checked="" type="checkbox"/> Phonological Awareness <input checked="" type="checkbox"/> Phonics <input checked="" type="checkbox"/> Fluency <input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	<input checked="" type="checkbox"/> Universal Screening <input checked="" type="checkbox"/> Dyslexia Screening	<input checked="" type="checkbox"/> First 6 weeks of School (Fall) <input checked="" type="checkbox"/> Winter (by Feb 15) <input checked="" type="checkbox"/> Last 6 weeks of School (Spring)

Grades 4-12 Screeners

For students who do not demonstrate mastery of foundational reading skills, indicate in the chart below the assessment(s) used for universal and dyslexia screening, what skills are assessed with the screener, and how often the screener data is collected.

Name of the Assessment	Target Audience (Grades 4-12)	What component of reading is being assessed? (Each component should be addressed.)	Assessment Type (Each type of assessment should be represented.)	How often is the data being collected?
Name of Screener: DIBELS 8th Edition	<input checked="" type="checkbox"/> Grade 4 <input checked="" type="checkbox"/> Grade 5 <input checked="" type="checkbox"/> Grade 6 <input checked="" type="checkbox"/> Grade 7 <input checked="" type="checkbox"/> Grade 8	<input checked="" type="checkbox"/> Oral Language <input checked="" type="checkbox"/> Phonological Awareness <input checked="" type="checkbox"/> Phonics <input checked="" type="checkbox"/> Fluency <input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	<input checked="" type="checkbox"/> Universal Screening <input checked="" type="checkbox"/> Dyslexia Screening	<input checked="" type="checkbox"/> First 6 weeks of School (Fall) <input checked="" type="checkbox"/> Winter (optional) <input checked="" type="checkbox"/> Last 6 weeks of School (Spring)
Name of Screener: ENIL	<input checked="" type="checkbox"/> Grade 4 <input checked="" type="checkbox"/> Grade 5 <input checked="" type="checkbox"/> Grade 6 <input checked="" type="checkbox"/> Grade 7 <input checked="" type="checkbox"/> Grade 8	<input checked="" type="checkbox"/> Oral Language <input checked="" type="checkbox"/> Phonological Awareness <input checked="" type="checkbox"/> Phonics <input checked="" type="checkbox"/> Fluency <input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	<input checked="" type="checkbox"/> Universal Screening <input type="checkbox"/> Dyslexia Screening	<input checked="" type="checkbox"/> First 6 weeks of School (Fall) <input checked="" type="checkbox"/> Winter (optional) <input checked="" type="checkbox"/> Last 6 weeks of School (Spring)
Name of Screener: IRLA	<input checked="" type="checkbox"/> Grade 4 <input checked="" type="checkbox"/> Grade 5 <input checked="" type="checkbox"/> Grade 6 <input checked="" type="checkbox"/> Grade 7 <input checked="" type="checkbox"/> Grade 8	<input checked="" type="checkbox"/> Oral Language <input checked="" type="checkbox"/> Phonological Awareness <input checked="" type="checkbox"/> Phonics <input checked="" type="checkbox"/> Fluency <input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	<input checked="" type="checkbox"/> Universal Screening <input type="checkbox"/> Dyslexia Screening	<input checked="" type="checkbox"/> First 6 weeks of School (Fall) <input checked="" type="checkbox"/> Winter (optional) <input checked="" type="checkbox"/> Last 6 weeks of School (Spring)

Parent Notification and Involvement

Escuela Éxitos' philosophy includes a serious approach to school culture, rooted in the principles of social justice. A school culture that supports children and promotes high expectations for all and is built on trust and strong relationships (Teacher/Student, Teacher/Parent, Student/Student, Parent/School and Parent/Student), community wide expectations, parent engagement and core values - respect, tolerance and equity as a foundation. We will promote inclusion and acceptance and create a place of joy that foster a love of learning. All children will feel valued and we will be explicit about teaching empathy and developing a sense of social responsibility in our learners, even at the youngest ages.

We will seek to address and eliminate barriers to learning and will ensure that we are serving the whole child. We will embrace and support families, welcoming them to the school and offering specific strategies for supporting students at home. Strong community connections will create a safety net and serve to intervene early to address problems that create barriers to learning and hamper student success. We will work diligently to merge school and community resources to support the children and families we serve.

With that said, we hold Parent/Teacher conferences 3 times a year at the end of the 1st, 2nd, and 3rd quarters and in each 30-minute conference review:

1. Student academic performance as it relates to our standards-based report card
2. Screening results if applicable
3. NWEA Math, Reading in English and Reading in Spanish results creating transparency on where their child stands academically and the likelihood of them meeting or exceeding expectations
4. Review identified Power Goals for each student, the skills they need to practice and provide the parent the tools to practice those skills at home so that the student can make progress in their reading level.

Focus on Parent Literacy

We recognize that nearly 20% of our parents have less than a 2nd grade education and about 10% are illiterate. Asking those parents to support their child even while in

kindergarten with something as simple as Letter Recognition, Letter Name and Letter Sound is a taunting task for parents and basically is asking them to do the impossible when they themselves do not know the letter, names and sounds.

With this in mind, our school offers basic literacy to our parents in Spanish and for those parents who are literate in Spanish, we offer them the opportunity to attend Saturday school to learn English.

By engaging parents in their own literacy, you increase the opportunity that they will get more involved in the literacy of their children. At a minimum they will be able to support their children with language development whether they are new Kindergarten students or new to country and they understand the underlying similarities between both languages and can help the student make cross-linguistic connections.

FURTHER COMMITMENT TO PARENTS

Parent Engagement

Escuela Éxitos' model is grounded in and in direct response to the Minnesota Learning English for Academic Proficiency and Success Act of 2014 - known as the "LEAPS Act".

LEAPS Act

The LEAPS Act creates policy space for our state to progressively support multilingual learners and their families. Together with ESSA (Every Student Succeeds Act) and WBWF (World's Best Workforce), these three laws ensure that: 1) multilingualism and multiculturalism are positioned as educational and economic assets, 2) teachers and administrators receive appropriate preparation, continued professional development and evaluation to support multilingual learners, 3) instruction is differentiated for the diversity of multilingual learners, and 4) multicultural family voices are engaged and included in the educational process

- *Multilingualism as an Asset - Encourages districts to implement multilingual instructional approaches and prioritizes cultural competence. Establishes state seals of bilingualism/ multilingualism and enhances the MN World Language Proficiency Certificates program.*
- *Teacher and Administrator Skills/Knowledge - Requires preparation and continued professional development in working with multilingual learners: academic language development of English/home languages and cultural competency. Requires School Boards and teacher education programs to use resources to support multilingual learners including use of home languages.*
- *Diversity of Multilingual Learners - Requires programs to conduct comprehensive screenings on kids' languages and promotes bilingual education programs. Requires school site leadership teams to provide differentiated programs for students with limited or interrupted formal education (SLIFE) and long-term English learners (LTEL).*
- *Multiple Voices Engaged - Encourages districts to set family engagement policies that require communication in families' home languages and districts to conduct satisfaction surveys in home languages.*

Requires districts to send literacy strategies to families tailored to getting multilingual learners to promote reading proficiency in reading in English and home languages.

Furthermore, we know that research shows that when parents are engaged in their child's education, that child performs better academically. At Escuela Éxitos we intend to approach the concept of Parent Engagement from multiple avenues. The school has developed and will implementing a range of opportunities to ensure meaningful parent and community engagement to support not only the planning, program design and

implementation phases of the school, but also the academic growth of our students, family literacy, Higher Education opportunities, and economic growth.

To be a community school we will have unique opportunities for parents that will no doubt serve as an important attractor. We will be offering an on-going parent academy that is aligned with our mission to close the achievement gap and promote biliteracy by using multilingualism as an asset. **WE EMBRACE OUR PARENT COMMUNITY AS LEARNERS AND EMPOWER THEM TO SUPPORT THEIR CHILDREN IN VERY DIRECT AND MEANINGFUL WAYS.** To that extent we will have:

Language Focused Parent Engagement and Literacy Program

Approximately 25% of Hispanic parents are Pre-literate or have less than a 2nd grade education. In this program, we teach Spanish speaking parents early native language literacy and teach them the foundations of Spanish so that they can support their children in their language development. This program sets the foundation for our parents to participate and succeed in our Plaza Comunitaria. Our English speaking parents, participating in this program learn the basic, simple foundation of Spanish so they can support their children in their Second Language Development. Emphasis is given to decoding through syllabication and the use of cognates to support academic content. English speaking parents learn Spanish at the same rate as their children and because of their higher cognitive development they are able to make connections to the language faster than their children, and this will prove to benefit the young Spanish Language Learner. English speaking parents will be afforded the opportunity to learn Spanish in the same way. This program serves to build a strong relationship between home and school and ensures alignment with high expectations.

Plaza Comunitaria - Community Plaza

Through a collaborative partnership with the Consulate of Mexico and the Mexican Department of Education, we intend to bring literacy to our Spanish speaking parents. Pre-literate parents participating in the Plaza Comunitaria will be able to obtain their Elementary and Middle School certificates as well as their GED all in Spanish. By completing their own education, they will be role models for their children and be afforded opportunities they do not have now. They can expect new job opportunities, higher wages and the door to open for the opportunity to attend Higher Education and seek a degree.

Adult Education

For our literate parents we hope to bring English classes for Spanish speaking parents and Spanish classes for English speaking parents, thus promoting biliteracy for our entire community.

Business Directory and Opportunities

Through a collaborative effort with our Business and Community partners, Escuela Éxitos will put together a Directory of all the Businesses and Community partners of the school, family-owned businesses and services, and places of employment of those parents wanting to participate so that as a Community School we support each other in our endeavors. Additionally, this partnership will provide the opportunity for businesses to post and parents to seek: Employment and Internship opportunities, Services to provide and services needed, connections to experts in the field for possible advice, training, and/or career path. Potentially even the opportunity to provide a discount to our families.

Again, Escuela Éxitos will be founded with the core belief that parents are essential to the academic success of their child. Teachers and school leaders will have regular interaction with families, both formal and informal. Conferences, including student participation, will be held three times during the school year. Parents and community will be welcomed at all times in the school. Frequent events will be held including opportunities for parents to understand data and student progress as well as explore ways to continue to support student learning in the home environment. Events will also be held to celebrate accomplishments and instill a love of learning.

Community involvement will be highly encouraged. Escuela Éxitos will have a substantial outreach program to increase support to the school and to individual students. As mentioned previously, by weaving together school and community resources, it is our intent to create a safety net for our students and reduce barriers to learning. Community connections also afford opportunities for enrichment and experience beyond the classroom. These kinds of experiences are critical in terms of truly being "college ready." Finally, a holistic positive culture and climate in the school building remains dependent upon parent and community involvement.

Knowing and understanding that community involvement is critical to the success of our schools and students. Multiple strategies will be used to bring community organizations and leaders into the school as well as ensuring staff and students are engaged and involved in the community. Our school will provide ongoing opportunities for community members to be a part of the life of the school and will solicit regular feedback from parents, students and community members to hear stakeholder concerns and ideas. Our school will reach out to community organizations on behalf of students to create a network of support and join forces with all organizations that can provide resources to our children and families. It is critical that the school and the community be seen as one by our families and that all services are as seamless as possible so that circumstances outside of the school building and school day don't create barriers to learning.

Student Summary Level and Dyslexia Screening Data 2023-24 School Year

Data will be provided in June 2025.

Summary Data Kindergarten through 3rd Grade

For grades kindergarten through grade three, indicate the number of students:

- universally screened
- students at or above benchmark in the fall and spring.
- students screened for dyslexia
- students identified with characteristics of dyslexia.

Grade	Number of Students Universally Screened in Fall	Number of Students Universally at or Above Benchmark Fall	Number of Students Universally Screened in Spring	Number of Students at or Above Benchmark Spring	Number of Students Screened for Dyslexia	Number Identified with Characteristics of Dyslexia
KG	N/A	N/A	N/A	N/A	N/A	N/A
1 st	N/A	N/A	N/A	N/A	N/A	N/A
2 nd	N/A	N/A	N/A	N/A	N/A	N/A
3 rd	N/A	N/A	N/A	N/A	N/A	N/A

NOTE: For districts or charter schools that have grade levels with a low number of students, public reporting of summary data can result in identification of individual student data. As a standard practice when reporting public data, Minnesota Department of Education (MDE) will not report results if fewer than 10 students participated. In these cases, data may be combined from multiple grades or multiple testing windows to protect student privacy while also providing data for public awareness. In these circumstances, districts or charter schools can set their own minimum reporting number for the purposes of this Local Literacy Plan.

Students Grades 4-12 Not Reading at Grade Level

For grades 4-12, indicate the number of students screened, the number of students not reading at grade level, and the number of students identified with characteristics of dyslexia.

Grade	Total Number of Students	Number of Students Identified as Not Reading at Grade Level	Number of Students Screened for Dyslexia	Number of Students Identified with Characteristics of Dyslexia
4 th	N/A	N/A	N/A	N/A
5 th	N/A	N/A	N/A	N/A
6 th	N/A	N/A	N/A	N/A
7 th	N/A	N/A	N/A	N/A
8 th	N/A	N/A	N/A	N/A

See NOTE, under Summary Data Kindergarten through 3rd Grade, above.

Core Reading Instruction and Curricula Grades K-5

Curriculum

Our curriculum will align with Minnesota State Standards and will ensure that all students meet standards at all grade levels through the use of research-based materials in both Spanish and English in all content areas. The school uses American Reading Company a standards-based curriculum that provide students instruction around the higher levels of thinking required within the standards and is reflective of grade level benchmarks.

When implemented with fidelity, students in Kinder already achieve early reading literacy skills by being able to read grade appropriate Power Words, simple decodable books and open ended two syllable words. They do this through the rigorous instruction of letter names, sound and syllabication (m con la a = ma). In our 90/10 model, student 10% in English is spent on making the cross-linguistic connections on the fact that 86% of the letter in English have the same sound as in Spanish and letter like "c", "g", and blends follow the same pattern. I math student learn number in both languages.

With Kagan Collaborative Structures and a gradual release of responsibility model of instruction, we can enhance students' experience towards college and career ready proficiency through the implementation of frequent assessment and student interest surveys, teachers will determine appropriate levels and methods of instruction for each individual student. This is implemented within the classroom through a gradual release of responsibility model that allows for students to receive core instruction at grade level before moving into more individualized learning opportunities within centers, or more supported opportunities.

Personalized learning software will be used to meet students at their individual instructional level in both reading and math. Students will use on-line adaptive programs to practice literacy and math skills that are appropriate to their level. They are able to self-determine the pacing of their instruction to optimize their learning experience. Teachers will utilize this data to inform tailored small group instruction that supports each student's individualized needs.

With our model, students master reading proficiency in Spanish 2.5 years faster than in English. By becoming readers earlier, than if they were provided instruction in English,

students have more years to practice the skills they learned and with learned skills comes the ability to implement that learned skill to reading English. This applies to Spanish speaking students who are new to the US. If they know how to read in Spanish, there is no need to teach them CVC words or how to decode. The emphasis should be on cross-linguistic connections, cognates and building vocabulary through content instruction.

Semana		Conciencia fonológica/fonémica	Fonética/Estudio de palabras
Unidad 1	1	Sustituir una palabra en la oración Segmentar una palabra en sílabas Rima oral	<p>La lectura representa el lenguaje oral.</p> <p>Nombres y sonidos de las letras* (5 vocales y 10+ consonantes)</p> <p>Secuencia sugerida para la instrucción: Vocales: Aa, Ee, Ii, Oo, Uu</p> <p>Consonantes: Mm, Pp, Ss, Ll, Nn, Tt, Bb, Ff, Vv, Dd, Rr, Cc</p> <p>(* Usar <i>Best Practices for Teaching Letter Names and Sounds</i> (Semana 2)</p>
	2	Sustituir una palabra en la oración Segmentar una palabra en sílabas Rima oral	
	3	Sustituir una palabra en la oración Segmentar y combinar sílabas Rima oral	
	4	Segmentar y combinar sílabas Contar sílabas Rima oral	
	5	Segmentar y combinar sílabas Contar sílabas Omitir sílabas Rima oral	
	6	Segmentar y combinar sílabas Omitir sílabas Rima oral Aliteración	

Secuencia de instrucción de destrezas fundamentales

Kínder

Spanish Foundational Skills Scope and Sequence



	Lección	Conciencia fonológica/fonémica	Fonética/Estudio de palabras
Unidad 2	1.1	Silabas y sonidos iniciales	Repaso de correspondencia uno a uno y seguimiento
	1.2		Repaso de letras y sus sonidos: Aa, Ee, Ii, Oo, Uu
	1.3		Familias de silabas: Mm, Pp
	1.4		
	1.5		
	2.1	Silabas abiertas (CV) y sus sonidos	Familias de silabas: Ll, Ss, Nn, Tt
	2.2		Repaso de letras y sus sonidos
	2.3		
	2.4		
	3.1	Silabas abiertas (CV) y sus sonidos	Familias de silabas: Bb, Ff, Vv, Dd
	3.2		Repaso de letras y sus sonidos
	3.3		
	3.4		
	4.1	Silabas abiertas (CV) y sus sonidos	Familias de silabas: Rr, Cc (ca, co, cu, ce, ci), Qq (que, qui)
	4.2		Repaso de letras y sus sonidos
	4.3		
	4.4		
	5.1	Silabas abiertas (CV) y sus sonidos	Familias de silabas: Zz (za, zo, zu), Gg (ga, go, gu, gue, gui)
	5.2		Repaso de letras y sus sonidos
	5.3		
6.1	Silabas abiertas (CV) y sus sonidos	Familias de silabas: ge, gi, Jj, Hh, Yy, Ññ	Repaso de letras y sus sonidos
6.2			
6.3			
6.4			
6.5			

Secuencia de instrucción de destrezas fundamentales

Kínder

Spanish Foundational Skills Scope and Sequence



	Lección	Conciencia fonológica/fonémica	Fonética/Estudio de palabras
Unidad 3	1.1	Sílabas y sonidos iniciales	Repasar sílabas abiertas (CV)
	1.2	Manipular* sílabas Rima oral	Repasar Palabras con poder (Unidad 2)
	2.1		Introducir decodificación de palabras CVCV
	2.2	Sílabas y sonidos iniciales	
	2.3	Manipular* sílabas	Palabras CVCV
	2.4	Rima oral	Palabras con poder: <i>una, unas, unos, sí, así, sé, ser</i>
	2.5		
	3.1	Fonemas en CVC	
	3.2	Manipular* fonemas	Palabras CVCV
	3.3	Segmentar en sílabas	Palabras con poder: <i>más, hay, hoy, voy, doy, soy, estoy, mí, mis</i>
	3.4	Rima oral	
	3.5		
	4.1	Fonemas en CVC	
	4.2	Manipular* fonemas	Palabras CVCV
	4.3	Segmentar en sílabas	Palabras con poder: <i>puedo, tengo, les, nos, era, eres, esa, fue, fui, ir, él, tú</i>
	4.4	Rima oral	
	4.5		
	5.1	Manipular* fonemas	Sílabas y palabras con ch
	5.2	Sílabas y sonidos iniciales	Palabras CVCV
	5.3	Segmentar en sílabas	Palabras con poder: <i>quiero, quiere, vamos, somos, viene, por, ven, ver, dan</i>
5.4	Aliteración		
5.5	Rima oral		
6.1	Manipular* fonemas	Sílabas y palabras con ll, rr, k, w, x	
6.2	Segmentar en sílabas	Palabras CVCV	
6.3	Aliteración	Palabras con poder: <i>allí, allá, ella, ellas, ellos</i>	
6.4	Rima oral		
6.5			

Secuencia de instrucción de destrezas fundamentales

Kínder

Spanish Foundational Skills Scope and Sequence



	Lección	Conciencia fonológica/fonémica	Fonética/Estudio de palabras
Unidad 4	1.1	Manipular fonemas y sílabas	Sílabas CV y palabras CVCV
	1.2		Palabras con ch, ll, rr
	1.3		Palabras con poder
	2.1	Contar, aislar, segmentar, juntar y sustituir fonemas en palabras CVC y sílabas CCV	Consonantes agrupadas /consonante+rr/: br, cr, dr, fr, gr, pr, tr
	2.2		Repaso de Palabras con poder (Unidad 3)
	2.3		
	2.4		Palabras con consonantes agrupadas CCVCV
	2.5		Palabras con consonantes agrupadas CVCCV
	3.1	Contar, aislar, segmentar, juntar y sustituir fonemas en palabras CVC y sílabas CCV	Sílabas con bl, cl
	3.2		Sílabas con fl, gl, pl
	3.3	Contar, aislar y segmentar sílabas	Palabras con consonantes agrupadas CCVCV
	3.4	Rima oral	Palabras con consonantes agrupadas CVCCV
	4.1	Contar, aislar, segmentar, juntar y sustituir fonemas en palabras CVC y sílabas CCV	Palabras con poder: <i>parece, pequeño</i>
	4.2		Palabras con poder: <i>animal, algunos</i>
	4.3	Contar, aislar y segmentar sílabas	Palabras con poder: <i>nosotros, primero, siempre</i>
	4.4	Rima oral	Palabras con poder: <i>debajo, delante, abajo</i>
	4.5	Aliteración	Palabras con poder: <i>adentro, afuera</i>
	5.1	Contar, aislar, segmentar, juntar y sustituir fonemas en palabras CVC y sílabas CCV	Palabras con poder: <i>ahora, también</i>
	5.2		Palabras con poder: <i>queremos, tenemos</i>
	5.3		Palabras con poder: <i>podemos, estamos</i>

NOTE: By the end of Kinder, students already can decode/read CVCV, CVC, CCV, CCVCV words as well as high frequency power words.

Secuencia de instrucción de destrezas fundamentales

Grado 1

Spanish Foundational Skills Scope and Sequence



Semana	Conciencia fonémica/ fonológica	Fonética Decodificar palabras de 2 sílabas	Estudio de palabras Leer y escribir palabras de 2 sílabas	
Unidad 1	1	<p>Segmentar en sílabas palabras de 2 y 3 sílabas</p> <p>Aislar la sílaba inicial, media y final en palabras de 2 y 3 sílabas</p> <p>Eliminar y sustituir una sílaba en palabras de 2 sílabas</p> <p>Rima y aliteración</p>	<p>Repaso de sílabas abiertas, incluyendo ch, ll, rr</p> <p>Inflexiones -s, -n, -r</p>	<p>Usar el sonido de las letras y dígrafos, sílabas abiertas e inflexiones para deletrear palabras de 2 sílabas</p> <p>Leer y analizar Palabras con poder Verde y Turquesa</p>
	2	<p>Segmentar en sílabas palabras de 2 y 3 sílabas</p> <p>Aislar la sílaba inicial, media y final en palabras de 2 y 3 sílabas</p> <p>Eliminar y sustituir CCV en palabras de 2 sílabas</p> <p>Rima y aliteración</p>	<p>Palabras de 2 sílabas con CV, CVC, VC y CCV (consonante + r)</p>	<p>Leer y analizar Palabras con poder Verde y Turquesa</p> <p>Usar las estructuras silábicas CCV y CVC en la lectura y escritura</p>
	3	<p>Aislar la sílaba inicial, media y final en palabras de 2 y 3 sílabas</p> <p>Eliminar y sustituir CCV en palabras de 2 sílabas</p> <p>Eliminar sílabas y fonemas</p>	<p>Palabras de 2 sílabas con CV, CVC, VC y CCV (consonante + l)</p>	<p>Leer y analizar Palabras con poder Turquesa</p> <p>Usar múltiples estructuras silábicas en la lectura y escritura</p>
	4	<p>Eliminar y sustituir el sonido final en palabras de 2 sílabas con sílabas complejas (CCV, CVC, CVVC)</p>	<p>Palabras de 2 sílabas con CV, CVC, VC, CCV y CVV (díptongos)</p>	<p>Usar múltiples estructuras silábicas en la lectura y escritura, incluyendo dígrafos, combinaciones de consonantes y díptongos</p> <p>Leer y analizar Palabras con poder Turquesa</p>
	5	<p>Eliminar y sustituir el sonido final en palabras de 2 sílabas con sílabas complejas (CCV, CVC, CVVC)</p> <p>Eliminar el sonido inicial en palabras de 2 y 3 sílabas</p>	<p>Usar múltiples estructuras silábicas (CV, CVC, VC, CCV y CVV) para decodificar palabras de 2 sílabas</p>	<p>Usar múltiples estructuras silábicas en la lectura y escritura, incluyendo dígrafos, combinaciones de consonantes y díptongos</p> <p>Leer y analizar Palabras con poder Turquesa</p>
	6	<p>Aislar y sustituir sonidos finales</p> <p>Manipular sílabas (repaso)</p> <p>Rima y familias de palabras</p>	<p>Decodificar palabras complejas de 2 sílabas</p>	<p>Usar múltiples estructuras silábicas en la lectura y escritura, incluyendo dígrafos, combinaciones de consonantes y díptongos</p> <p>Encontrar palabras dentro de palabras</p>

Secuencia de instrucción de destrezas fundamentales

Grado 1

Spanish Foundational Skills Scope and Sequence



	Semana	Conciencia fonémica/fonológica	Fonética y Estudio de palabras Leer y escribir palabras de dos y tres sílabas
Unidad 2	1	Aislar, eliminar y sustituir sonidos/sílabas finales en palabras de dos y tres sílabas Eliminar sonidos en CCV, CVC, CVVC	Estrategias para resolver palabras de tres sílabas Palabras con "b" y con "v"
	2	Aislar, eliminar y sustituir sílabas Aislar, eliminar y sustituir sonidos iniciales/finales Producir palabras que riman Aislar los sonidos que son iguales en una serie de palabras que riman	Morfemas: -ar, -er, -ir; -an, -en Ortografía: Palabras con "b" y con "v" Palabras con poder 1Az
	3	Segmentar y juntar sonidos individuales Aislar los sonidos de las vocales	Morfemas: -as, -es; plural -es y -ces Ortografía: Palabras con "c" y con "z" Palabras con poder 1Az
	4	Aislar, eliminar y sustituir sonidos finales	Morfemas: -amos, -emos, -imos El sonido /g/: ga, gue, gui, go, gu Palabras con poder 1Az
	5	Aislar la sílaba inicial, media y final Eliminar la sílaba inicial, media y final Eliminar y sustituir una consonante	Morfemas: -ando, -iendo, -yendo Ortografía: El sonido /k/: ca, que, qui, co, cu El sonido /s/: za, ce, ci, zo, zu Palabras con poder 1Az
	6	Aislar, eliminar y sustituir sonidos finales	Morfemas: -aron, -ieron, -ieron Ortografía: El sonido /y/: ja, je, ji, jo, ju; ge, jí Palabras con poder 1Az
	7	Eliminar o sustituir el sonido inicial en palabras CCVCV Eliminar o sustituir el sonido final Segmentar y juntar los sonidos individuales de una palabra	Morfemas: diminutivos -ito/-ita; -illo/-illa Ortografía: Palabras con "ll" y con "y" Palabras con poder 1Az
	8	Producir palabras que riman por tener en común un sufijo o inflexión; aislar la rima Aislar la sílaba inicial, media y final	Palabras con poder 1Az: Sinónimos y antónimos
	9	Eliminar o sustituir un sonido o grupo de sonidos (morfema) al final de palabra Eliminar o sustituir una consonante en el interior de palabra	Palabras con poder 1Az: Palabras que indican orden o secuencia

Secuencia de instrucción de destrezas fundamentales

Grado 1

Spanish Foundational Skills Scope and Sequence



		Semana	Conciencia fonémica/fonológica	Fonética y Estudio de palabras Leer y escribir palabras de tres y cuatro sílabas
Unidad 3	1	Manipular sílabas Eliminar sonidos en CCV, CVC, CVC	Aislar, eliminar y sustituir terminaciones en palabras de 3 y 4 sílabas	Decodificar palabras de tres y cuatro sílabas Repasar palabras con diptongos
	2	Contar, segmentar y juntar sílabas en palabras de 3 y 4 sílabas Aislar la sílaba con diptongo y/o las vocales que lo forman		Decodificar palabras de tres y cuatro sílabas incluyendo palabras compuestas Análisis de palabras dentro de palabras
	3	Aislar la sílaba con diptongo y/o las vocales que lo forman Eliminar una de las vocales que forman diptongo en una palabra		Decodificar palabras de tres y cuatro sílabas incluyendo palabras compuestas Análisis de morfemas: -aba, -ía
	4	Aislar las vocales que forman diptongo en una palabra Eliminar una de las vocales que forman diptongo en una palabra Sustituir una vocal por un diptongo (o viceversa)		Decodificar palabras de tres y cuatro sílabas Análisis de morfemas: -arí, -erí, -irí, -ara, -iera
	5	Aislar sonidos en palabras de una sílaba, incluidas aquellas con diptongo Aislar sílabas que consisten solamente de una vocal (p. ej., en hiatos)		Decodificar palabras de tres y cuatro sílabas incluyendo verbos en pretérito Análisis de morfemas: -é, -í, -ó, -ió
	6	Producir palabras que riman por tener en común un sufijo o inflexión Aislar sonidos iguales en una serie de palabras que riman Eliminar y sustituir sílabas finales y rimas que son sufijos/inflexiones		Decodificar palabras de tres y cuatro sílabas incluyendo verbos irregulares en la forma del pretérito
	7			Decodificar palabras de tres y cuatro sílabas Análisis de morfemas: Sufijos -oso, -osa, -mente
	8	Aislar sílabas que consisten solamente de una vocal (p. ej., en hiatos) Segmentar palabras en sílabas y aislar palabras dentro de palabras		Decodificar palabras de tres y cuatro sílabas incluyendo verbos en futuro Análisis de morfemas: Sufijos -ísimo, -ísima
	9			Decodificar palabras de tres y cuatro sílabas Análisis de morfemas: Sufijos -or, -ora, -ero, -era

Secuencia de instrucción de destrezas fundamentales

Grado 1

Spanish Foundational Skills Scope and Sequence



	Semana	Conciencia fonémica/fonológica	Fonética y Estudio de palabras Decodificar, escribir y analizar palabras de 3, 4 y 5 sílabas
Unidad 4	1	Manipular sonidos, sonidos finales y grupos de sonidos Eliminar o sustituir un sonido en el interior de palabra Sustituir terminaciones en palabras de 4 sílabas Generar palabras que riman (con el mismo sufijo) Aislar sonidos iguales en una serie de palabras que riman	Palabras de 3 o más sílabas con sufijos Morfología: Sufijos <i>-ción/-sión, -eza</i> Ortografía: El sonido /s/ <i>za, zo, zu vs. ce, ci, vs. sa, se, sí, so, su</i>
	2	Manipular sonidos, grupos de sonidos y diptongos Eliminar o sustituir un sonido en el interior de palabra Aislar las vocales que forman diptongo Sustituir una vocal por un diptongo (o viceversa)	Diptongo vs. hiato Ortografía: <i>ca, co, cu vs. que qui</i> <i>ga, go, gu vs. gue, gui</i>
	3	Manipular sonidos y grupos de sonidos Distinguir entre hiato y diptongo Aislar las vocales que forman diptongo Sustituir una vocal por un diptongo (o viceversa)	Diptongo vs. hiato Morfología: Repaso de inflexiones (<i>-aba/-abas/-aban vs. -ía/-ías/-ían</i>) y sufijos (<i>-able/-ible, -ivo/-iva</i>) Ortografía: Palabras con Bb vs. Vv
	4	Distinguir entre hiato y diptongo Segmentar y contar sílabas en palabras con hiato Aislar sílabas con una sola vocal (p. ej., en palabras con hiato)	Diptongo vs. hiato Ortografía: Yy vs. ll (<i>-ay, -ey, -oy, -uy vs. -al, -el; -yó vs. -ió; -yeron vs. -ieron</i>)
	5	Aislar la sílaba tónica en palabras agudas, llanas o esdrújulas	Palabras con sílabas complejas: <i>-b, -p, -ct-, -cc-, -ns-, -x, -d</i> Morfología: Repaso de inflexiones de presente y pasado Ortografía: Reglas de acentuación; la tilde diacrítica
	6		
	7	Producir palabras que riman (con el mismo sufijo o inflexión) y aislar la rima	Palabras multisilábicas con prefijos, sufijos y compuestas Morfología: Prefijos <i>re-, in-/im-, des-, pre-</i>
	8	Eliminar o sustituir un sonido o grupo de sonidos (morfema) al final de la palabra	Ortografía: Palabras con m antes de p y b
	9	Aislar palabras dentro de palabras	Palabras multisilábicas con prefijos y sufijos
Presentación		Morfología: Análisis de prefijos y sufijos Ortografía: Palabras con/sin h; homófonos	

NOTE: By the end of First grade, students already decoding/reading multisyllabic words as well VC, CVV, and VV (diphthongs) as well as prefixes and suffixes.

Secuencia de instrucción de destrezas fundamentales

Grado 2

Spanish Foundational Skills Scope and Sequence



	Semana	Conciencia fonémica/fonológica	Fonética/Estudio de palabras
Unidad 1	1	Aislar, segmentar, combinar, eliminar y sustituir sílabas y fonemas en palabras	Decodificar, codificar/escribir y analizar palabras multisilábicas con inflexiones
	2		Decodificar, codificar/escribir y analizar palabras multisilábicas y con sufijos (-idad, -ista, -ario) y prefijos (in-)
	3		Decodificar, codificar/escribir y analizar palabras multisilábicas y con sufijos (-or, -ero, -ísimo) y prefijos (pre-, re-)
	4		Decodificar, codificar/escribir y analizar palabras multisilábicas y con sufijos (-mente, -miento, -able, -ible) y prefijos (des-)
	5		Decodificar, codificar/escribir y analizar palabras con secuencias de consonantes menos comunes
	6		Tilde en palabras agudas y esdrújulas, incluyendo algunos sufijos

Secuencia de instrucción de destrezas fundamentales

Grado 2

Spanish Foundational Skills Scope and Sequence



	Semana	Conciencia fonémica/fonológica	Fonética/Estudio de palabras
Unidad 2	1	Aislar, segmentar, combinar y sustituir sílabas y fonemas en palabras	Decodificar, codificar/escribir y analizar palabras multisilábicas buscando partes conocidas
	2		Decodificar, codificar/escribir y analizar palabras con <i>ga, gue, gui, go, gu; ca, que, qui, co, cu</i> Ortografía: Grafías de los sonidos /g, k/ Diéresis: <i>gua, güe, gúi, guo</i>
	3		Decodificar, codificar/escribir y analizar palabras con <i>ja, je, ji, jo, ju; ge, gue, güe; gi, gui, gúi</i> Ortografía: Grafías de los sonidos /g, j/
	4		Decodificar, codificar/escribir y analizar palabras con diptongos crecientes <i>ia, ie, io, ua, ue, uo</i> Morfología: Inflexiones <i>-ieron, -ié, -ió, -io, -ie, -iera, -iendo</i>
	5		Decodificar, codificar/escribir y analizar palabras con sufijos que forman adjetivos (e.g., <i>-ivo, -ico, -al</i> , etc.) y sufijos que forman sustantivos (e.g., <i>-eza, -ura, -ncia</i> , etc.)
	6		Decodificar, codificar/escribir y analizar palabras con los diptongos <i>ai, ei, oi, au, eu, ou, iu, ui, ay, ey, oy, uy</i>
	7		Decodificar, codificar/escribir y analizar palabras con triptongos Ortografía: Palabras con "h" Fluidez: Automaticidad, ritmo, prosodia
	8		Decodificar, codificar/escribir y analizar palabras para apoyar la comprensión Fluidez: Automaticidad, ritmo, prosodia
	9		Decodificar, codificar/escribir y analizar palabras con prefijos y sufijos Morfología: Producir palabras a partir de prefijos, sufijos y palabras base

Secuencia de instrucción de destrezas fundamentales

Grado 2

Spanish Foundational Skills Scope and Sequence



	Semana	Conciencia fonémica/ fonológica	Fonética/Estudio de palabras
Unidad 3	1	Aislar, segmentar, combinar, eliminar y sustituir sílabas y fonemas en palabras	Decodificar, codificar/escribir y analizar palabras multisilábicas buscando partes conocidas
	2		Decodificar, codificar/escribir y analizar palabras esdrújulas Ortografía: Reglas de acentuación
	3		Decodificar, codificar/escribir y analizar verbos con múltiples pronombres Ortografía: Palabras esdrújulas con sufijos
	4		Decodificar, codificar/escribir y analizar palabras agudas (incluyendo verbos) Ortografía: Reglas de acentuación Morfología: Tiempos verbales en el pasado y el futuro
	5		Decodificar, codificar/escribir y analizar palabras multisilábicas con sufijos Ortografía: Reglas de acentuación de las palabras agudas Morfología: -ción, -sión, -xión
	6		Decodificar, codificar/escribir y analizar palabras multisilábicas aplicando las reglas de acentuación: diptongo vs. hiato y acento diacrítico
	7		Decodificar, codificar/escribir y analizar palabras multisilábicas con inflexiones/afijos con g/j, r/r, ll/y
	8		Decodificar, codificar/escribir y analizar palabras multisilábicas con afijos con b/v, c/z/s
	9		Decodificar, codificar/escribir y analizar palabras multisilábicas y sus abreviaturas Ortografía: Normas convencionales para correspondencia

Secuencia de instrucción de destrezas fundamentales

Grado 2

Spanish Foundational Skills Scope and Sequence



	Semana	Conciencia fonémica/fonológica	Fonética/Estudio de palabras
Unidad 4	1	Aislar, segmentar, combinar, eliminar y sustituir sílabas y fonemas en palabras	Decodificar, codificar/escribir y analizar palabras con sufijos que indican profesión Morfología: Sufijos <i>-ero/-era, -or/-ora, -ario/-aria, -ista</i>
	2		Decodificar, codificar/escribir y analizar palabras multisilábicas complejas Ortografía: Repaso de la tilde y la diéresis
	3		Decodificar, codificar/escribir y analizar palabras multisilábicas con sufijos Morfología: Sufijos <i>-ante, -ente, -al, -ncia, -ura</i>
	4		Decodificar, codificar/escribir y analizar palabras multisilábicas con prefijos Morfología: Prefijos <i>sub-, sobre-, super-, pro-, anti-</i>
	5		Decodificar, codificar/escribir y analizar palabras multisilábicas con prefijos Morfología: Prefijos <i>in-, im-, ir-, des-, de-</i>
	6		Decodificar, codificar/escribir y analizar palabras multisilábicas con sufijos Morfología: Sufijos <i>-mente, -mento, -miento, -ento/-enta</i>
	7		Decodificación flexible: Nombres propios Morfología: Redes de palabras Ortografía: Palabras homófonas
	8		Decodificación flexible: Palabras nuevas Vocabulario: Sinónimos y antónimos Morfología: Redes de palabras
	9		Decodificación flexible: Palabras nuevas Vocabulario: Conectore; definiciones cortas Morfología: Redes de palabras

NOTE: By the end of Second grade, students are already decoding/reading with inflections, additional prefixes and suffixes, diphthongs, dieresis (gua, gue, gui,) and ending *-tion, -sion*, and its cross-linguistic connection or (cognates).

Please indicate the curricula used for core reading instruction at each grade level. Include a description of how the curricula is used and the model of delivery.

Grade	Implemented Curricula	Description of Curricula Use (Foundational Skills, Knowledge Building, Comprehensive or Supplemental)	Instructional Delivery Model (Include Minutes Dedicated to Whole Class and Differentiated Instruction)
KG	American Reading Company	Foundational Skills Phonics Phonemic Awareness Syllabication Fluency Vocabulary Comprehension Writing	60 Minutes Whole Group to Small Group Instruction – Gradual Release 30 Minute Writing 30 Minutes Read to Self (SSR time in the day)
1 st	American Reading Company	Foundational Skills Phonics Phonemic Awareness Syllabication Fluency Vocabulary Comprehension Writing	60 Minutes Whole Group to Small Group Instruction – Gradual Release 30 Minute Writing 30 Minutes Read to Self (SSR time in the day)
2 nd	American Reading Company	Foundational Skills Phonics Phonemic Awareness Syllabication Fluency Vocabulary Comprehension Writing	60 Minutes Whole Group to Small Group Instruction – Gradual Release 30 Minute Writing 30 Minutes Read to Self (SSR time in the day)
3 rd	American Reading Company	Syllabication Fluency Vocabulary Comprehension of Literary and Informational text Writing	60 Minutes Whole Group to Small Group Instruction – Gradual Release 30 Minute Writing 30 Minutes Read to Self (SSR time in the day)

4 th	American Reading Company	Fluency Vocabulary acquisition through content Comprehension of Literary and Informational text Writing	60 Minutes Whole Group to Small Group Instruction – Gradual Release 30 Minute Writing 30 Minutes Read to Self (SSR time in the day)
5 th	American Reading Company	Fluency Vocabulary acquisition through content Comprehension of Literary and Informational text Writing	60 Minutes Whole Group to Small Group Instruction – Gradual Release 30 Minute Writing 30 Minutes Read to Self (SSR time in the day)

Core ELA Instruction and Curricula Grades 6-8

Grade	Implemented ELA Curricula	Description of Curricula Use (e.g. comprehension, vocabulary, writing)	Instructional Delivery Model (e.g. class period length, block schedule, IB, AP)
6 th	American Reading Company	Fluency Vocabulary acquisition through content Comprehension of Literary and Informational text Writing	60 Minutes integrated reading in Science and Social Studies (focus on Informational text) Whole Group to Small Group Instruction – Gradual Release 15 Minute Independent Writing 15 Minute integrated writing in Science and Social Studies 30 Minutes Read to Self (SSR time in the day) 30 Minute Reading Instructional Strategies
7 th	American Reading Company	Fluency Vocabulary acquisition through content Comprehension of Literary and Informational text Writing	60 Minutes integrated reading in Science and Social Studies (focus on Informational text) Whole Group to Small Group Instruction – Gradual Release 15 Minute Independent Writing 15 Minute integrated writing in Science and Social Studies 30 Minutes Read to Self (SSR time in the day) 30 Minute Reading Instructional Strategies
8 th	American Reading Company	Fluency Vocabulary acquisition through content Comprehension of Literary and Informational text Writing	60 Minutes integrated reading in Science and Social Studies (focus on Informational text) Whole Group to Small Group Instruction – Gradual Release 15 Minute Independent Writing 15 Minute integrated writing in Science and Social Studies 30 Minutes Read to Self (SSR time in the day) 30 Minute Reading Instructional Strategies

Data-Based Decision Making for Literacy Interventions

English Language Acquisition Support

English Language (EL) teachers at Escuela Éxitos will be responsible for supporting our students in partnership with core content teachers. EL teachers have the opportunity to choose from a multitude of co-teaching models to support during the core content lessons. They may lead teach, instruct a small group of students, pre- teach content, support during independent work time or parallel teach. In addition to this responsibility, EL teachers utilize individual student data from multiple assessments and alongside WIDA Can Do descriptors to provide small group interventions for all EL students.

ACCOUNTABILITY OBJECTIVES

Accountability Outcome 1:

Reading, Academic proficiency. 70% of K-2 students will be on track for reading proficiency by 3rd grade as measured by NWEA MAP projections.

A strong evidence-based program in the primary grades (K,1,2) with a focus on early literacy utilizing Dual Language Immersion strategies will serve to ensure that all students are on track to reading proficiency by 3rd grade. In Minnesota, the LEAPS Act encourages multilingualism as an asset and encourages districts to implement multilingual instruction approaches including strategies that teach reading and writing in the students' native language and English at the same time. (MDE 2018)

Unlike other programs serving ELL students, Dual Language Immersion is a program model that has proven to be effective with ELL students but never at the expense of their first language and culture. It has also proven to be highly effective with native English speakers.

Ultimately, a Dual Language Immersion model allows students to use each language to strengthen both. Additionally, this model serves to support an appreciation of other languages and cultures.

As a result of participation in our program, we will expect our students to:

- Demonstrate high levels of academic achievement especially around literacy
- Develop high levels of language proficiency and literacy in English and Spanish
- Develop an understanding and appreciation of languages and diverse cultures

As noted, our program will follow the 90/10 model. Emphasis is placed on the target language and begins with 90% of instruction in Spanish in the primary grades. It gradually increases through each level culminating with 50% of instruction in each language at the Upper grades. Our program will encourage and engage students in hands-on learning experiences that promote critical thinking, conceptual understanding, and language development. Dual language immersion teachers, in addition, plan lessons using a variety of instructional strategies to maximize language development.

Our objective of 70% meeting or exceeding growth targets on NWEA MAP is based on two factors. The first is our scope and sequence that has students decoding and reading

simple two and three syllable words in Spanish by the end of Kindergarten (because of the simplicity in the language) and second by the norm data that suggests that in a quality school at least 70% of students will achieve or exceed yearly academic targets. We expect all students to get at least one year of growth (100%) for each year they are in the program. If students are provided with sufficient and individualized support in the primary grades the result will be that all are prepared and reading at grade level by 3rd grade.

In a high-quality charter school, it is essential to regularly measure and monitor both proficiency and growth. Proficiency will ultimately be determined by performance on MCA's. Growth will primarily be measured by NWEA MAP (which is available in both Spanish and English) The following table illustrates assessments that may be used to inform instruction and monitor growth and proficiency.

Assessment Plan OF and FOR Learning

ASSESSMENT	PURPOSE	WHEN	WHO
NWEA MAP	Assess student proficiency and growth per semester to grade level standards	Fall/Winter/Spring	All Students
MCA	Assess student yearly proficiency to grade level state standards at the school, classroom, and individual level	Yearly each Spring	All Students
WIDA ACCESS	English language proficiency assessment to monitor students' progress in acquiring academic English.	Annually	ALL ELL Students
F & P	Assess student growth in reading proficiency through ongoing progress monitoring	Progress monitoring each trimester	Students reading below grade level
Imagine Learning	Assess student understanding as they move through individualized learning progressions in literacy.	Automatic daily and/or quarterly assessments provided within the program	All students who fall below grade level in reading

Accountability Outcome 2:

All students will participate in learning opportunities designed to learn a second language and will have an individualized learning plan resulting in 100% of students emerging from 5th grade as bilingual and biliterate.

Key dimensions of our model include:

- Personalized student-centered learning, including individual learner profiles and paths, a flexible learning environment, progress based on mastery of learning, student ownership of learning and significant opportunity for student voice and choice. Personalized Learning provides students with educational opportunities that are reflective of their learning styles and interests and allows students to progress through content in a meaningful way tailored to their individual needs. It cultivates students' talents through unique and tailored experiences that allow them to achieve to the best of their ability. It increases learning opportunities for all pupils and encourage the use of different and innovative teaching methods. When appropriate and needed interventions specific to a student's needs will be put in place.
- Two-Way Immersion for language and literacy learning that ensures all students emerge as biliterate. Dual-language Immersion provides instruction across content areas to both English natives and English learners, in both English and in a target language. With the explicit intent of functional bilingualism and biliteracy for all students by middle school. Our Two-Way Immersion Program will integrate native English speaking and Spanish speaking ELL students in the same classroom and will provide academic instruction in both languages. This approach coupled with a flexible learning environment (station or individual rotation model) will provide a personalized path for each learner. This success is based on the implementation with fidelity of the core curriculum, which will be monitored by the school leaders and discussed weekly at PLC meetings.

The bilingual station rotation model (one specific design for personalized learning) will include flexible grouping of students based on individual needs, rich learning environments that offer resources and supports in both English and Spanish, creative staffing patterns and co-teaching will further enhance the environment. Our goal is for all students to emerge as bilingual and biliterate.

Our model and plan for implementation are designed in alignment with the LEAPS Act. More specifically the following provisions of the Act: Multilingualism and multiculturalism are positioned as educational and economic assets and instruction is differentiated for the diversity of multilingual learners. (MDE 2018)

- **Data Driven Instruction-** Weekly teacher meetings focused on timely and relevant data to drive instructional decision making that allows students to move into levels of proficiency in successful and meaningful ways. A highly focused data driven teacher community (PLC) allows for teachers to design opportunities for students to react and respond to learning in ways that best meet their individual learning styles and needs. A culture of data driven instruction allows for teachers to respond to student need in highly effective and manageable ways that are responsive to student need.
- **MTSS (Multi-Tier Support System)-** Providing a highly responsive model for students to increase proficiency through a scaffolded and supportive learning approach, allowing for students to experience success through scaffolds that are responsive to individualized needs individualized learning styles and approaches. Strategies and support systems will be individualized for independent work, collaborative for small group or teacher led for guided practice.

Escuela Éxitos, through its Two-Way Dual Language Immersion Model (based on research that finds a meaningful connection between Dual Language Immersion programs and Academic Achievement for all students including English Language Learners) expects to have a positive impact in closing the achievement gap.

Escuela Éxitos will maintain an intentional focus on improving literacy instruction and ensuring that all students develop the literacy skills to be college and career ready, as well as successful, life-long readers and learners.

1. **Dual Language Immersion** - Dual-language immersion provides instruction across content areas to both English natives and English learners, in both English and in a target language. With the explicit intent of functional bilingualism and biliteracy for all students by middle school.
2. **Data Driven Instruction**- Weekly teacher meetings focused on timely and relevant data to drive instructional decision making that allows students to move into levels of proficiency in successful and meaningful ways. A highly focused data driven teacher community allows for teachers to design opportunities for students to react and respond to learning in ways that best meet their individual learning styles and needs. A culture of data driven instruction allows for teachers to respond to student need in highly effective and manageable ways that are responsive to student need.
3. **MTSS (Multi-Tier Support System)** - Providing a highly responsive model for students to increase proficiency through a scaffolded and supportive learning approach. Allows for students to experience success through scaffolds that are responsive to individualized needs individualized learning styles and approaches. The process of moving students through the MTSS model allows for students to experience success as they move through a variety of increased learning opportunities that provide pathways to success.
4. **Personalized Learning**- Provides students with educational opportunities that are reflective of their learning styles and interests. Allows students to progress through content in a meaningful way tailored to their individual needs. Cultivates students' talents through unique and tailored experiences that allow them to

achieve to the best of their ability. Increase learning opportunities for all pupils; Encourage the use of different and innovative teaching methods;

5. **21st Century Learning Skills: Global Awareness, Collaboration, Skilled Communication, Real World Problem Solving-** Enables students to connect skill and content in authentic ways that incorporate varied learning styles. Provides deeper learning through authentic audience and real- world problem solving. Enables students to use their unique background and cultural understanding and experiences to achieve to the best of their ability through collaboration and global awareness. Increase learning opportunities through different and innovative practices.

Teachers will incorporate practices in literacy instruction that have strong research support and that also consider high rigor within standards-based instruction. This instruction makes use of the *Gradual Release of Responsibility* model that stresses focused direct instruction within the *I DO* (teacher modeling, mini-lessons, interactive lecture, read aloud), opportunity to learn and collaborate in small group guided practice within the *WE DO*, and finally to apply literacy skills through independent work at individual reading levels within the *YOU DO* component.

Central to this model of literacy instruction is the use of assessments that help guide instruction and intervention decision making within a multi-tiered system of support. This allows teachers to design instruction to customize learning for students and to provide necessary supports and interventions for students who learn at different paces.

Specific objectives that will frame our literacy instruction include:

- All students will read for a variety of purposes, including the pure pleasure and enjoyment of reading.

- All students will have the communication skills - speaking, listening, writing - necessary to be successful in academics and in life.
- All students will develop literacy strategies that they can apply when working to make meaning of text.
- All students will be assessed regularly using developmentally appropriate assessment and resulting data will be used to inform and modify individual learning plans. Individual learning plans will be used to determine appropriate and effective interventions.
- All teachers will have a strong foundational knowledge of current literacy research and best practices, with ongoing scaffolded professional development that informs and guides their teaching daily.
- All teachers will use data-driven instruction to determine instructional and intervention next steps

Literacy interventions at Escuela Éxitos are determined within weekly data-driven collaborative team meetings and are supported by a multi-tiered system of support (MTSS) for literacy. Student progress is monitored in weekly PLC's using formative and summative data as is relevant and necessary to make ongoing instructional and intervention decisions.

Central to meeting our objective (that all 3rd graders can read at grade level) is an effective plan and corresponding high-fidelity implementation of MTSS, especially in the primary grades. All students have the ability to learn and grow to increasingly higher levels. For a variety of reasons, some students require targeted support in order to best help them meet their potential. The multi-tiered systems of support (MTSS) model

provide a coordinated framework of assessments, interventions, and resources to meet the needs of all learners.

MTSS requires partnership throughout the building and across programs to prioritize and deploy resources and provide quality instruction. Thoughtful consideration must go into staffing the school, creating teacher and student schedules, and providing learning resources.

MTSS is structured around tiers of interventions that provide a progressive approach to servicing students.

- **TIER I** - students at the Tier I level receive high-quality instruction in the regular classroom. Through student assessments and increasingly differentiated instruction, the classroom teacher meets the academic needs of at least 80% of the students in the classroom.
- **TIER II** - students at the Tier II level participate in research-based interventions that are in addition to the regular classroom. Small group services are provided under the direction of a licensed teacher for identified students based on their academic needs. Using frequent progress monitoring strategies, Tier II interventions should meet the academic needs of another 10-15% of the students in the classroom.
- **TIER III** - students at the Tier III level receive direct services from a licensed special education teacher that are in addition to the regular classroom. This level also incorporates research-based intervention strategies and represents the most intense level of interventions before referral for special education. Students at this level may also already have an IEP.

Through the use of diagnostic student assessments, high-quality, differentiated classroom instruction, and research-based interventions, Escuela Éxitos will guide students in meeting their full potential.

NWEA MAP data will be used on a regular basis to inform individual learning plans and close gaps. One aspect of the program recently made available allows for creation of an individual profile for each student based on most recent assessment data. In addition to monitoring progress, this tool is used to assign specific skills from the program (Skills Navigator) aligned with individual student needs.

Effective use of these powerful tools coupled with WIDA Access and MCA data will ensure that individual student progress is monitored daily and that instruction is modified daily to promote acceleration of student outcomes. Teaching teams will meet and collaborate at least weekly to review and analyze data.

Our curriculum will align to Minnesota State Standards and will ensure that all students meet standards at all grade levels through the use of research-based materials in both Spanish and English in all content areas. The school will use standards-based curriculum that provides students instruction around the higher levels of thinking required within the standards and is reflective of grade level benchmarks. In addition, teacher teams will use data in ongoing collaboration to determine any instructional gaps that need to be filled around an

increase in rigor, or additional instructional supports. Teacher teams will use standards alignment documents as a check and balance against daily instruction. Teacher teams use this process to determine and develop ongoing formative assessments to drive instructional decision making.

Escuela Éxitos will strive to be a diverse and inclusive school that provides a student-centered education deeply rooted in biliteracy that can prove beneficial to all

communities. Once at full enrollment, we intend on serving roughly 50% native Spanish speakers and roughly 50% non-native Spanish speakers. Although 50% of the school will share the commonality of being non-Spanish speakers, we feel strongly that our school model can provide high outcomes to all populations, especially those that are traditionally underserved.

The founders of Escuela Éxitos see the Two-Way dual language immersion model as an effective strategy for equity, diversity and inclusion. We will combine several elements to create a unique model that will provide opportunity for children from underserved populations and equip them with the tools and knowledge to succeed and lead in the 21st century while providing a culturally and linguistically competent learning environment.

Recent research has shown that linguistically integrated dual language immersion programs are beneficial for English Language Learners when they are able to learn academic content in both English and their native language. English dominant learners benefit greatly as they emerge with proficiency in two languages.

It will be a priority to maintain a strong focus on community engagement specifically centered around underserved populations. We feel our model will demonstrate strong results for students and families from a diverse set of communities within the first few years of operation. Specific student recruitment strategies will be focused on ensuring that the school reaches an adequate cohort of students for each subgroup of our dual language immersion model while maintaining a diverse and inclusive student population.

Professional Development Plan

Our robust Professional Development will begin three weeks prior to students arriving and will continue year long. Professional Development (PD) time is built into our school calendar so teacher can work with their peers in PLC's and is also Job embedded throughout the year by mentoring, modeling, co-teaching and when needed, observation of other professionals. A MTSS (Multi-Tier Support System) will be put in place for our teachers to ensure success, and when appropriate, PD will be Personalized and administered in Small Group or One-on-One. Every staff will be provided with PD in one way or another even when that PD is designated to develop Teacher as Leaders. The primary focus of our PD is of course, Teaching and Learning. The focus and expected outcomes are multi-fold.

1. Professional Development to ensure and help teachers maintain language and program fidelity to the percentages outlined for each grade level and language maintenance.
2. Professional Development to ensure the scope and sequence of Dual-Language acquisition is followed for both languages and that connections between both languages are made at the appropriate development stage with appropriate corrections to ensure language accuracy.
3. Professional Development on how to teach language and vocabulary development through content area subjects.
4. Professional Development to the teaching of the appropriate grade level academic language so that our students are prepared for higher education in both languages
5. Professional Development on IRLA and ENIL and our Toolkits to assess students independent reading levels in both English and Spanish and to identify the skills the student needs to move up to the next reading level. We call this "Power Goals".

The teacher schedule provides for daily planning time, collaborative team time, as well as defined professional development days identified in the school calendar. Each teacher has an individual professional development plan and a unique learning path. Each teacher also receives weekly coaching. Teachers have multiple informal observations as well as formal evaluations. Opportunities are provided via technology- based training affording 24/7 access.

The teacher professional learning experience models the student experience. All professional learning links to the overall academic model - student centered learning. Weekly meetings support data, instruction, curriculum, and student achievement. These meetings have fidelity around a specific focus and are attended by the appropriate stakeholders. Teachers' schedules allow for both individual work and planning and for team collaboration. The collaboration times have specific goals and agendas. Teachers use six-week data cycles to develop and assess effectiveness of instruction.

Teachers will have access to online and virtual training from our curriculum providers to support and improve their practice. In Math, Bridges and CPM curriculum supports teachers in improving teaching with embedded strategies, methods, and practices. Math background for every topic and lesson is an anytime resource for ideas and inspiration including PD and videos. The same is true for our ELA curriculum, it has multiple pre-recorded modules.

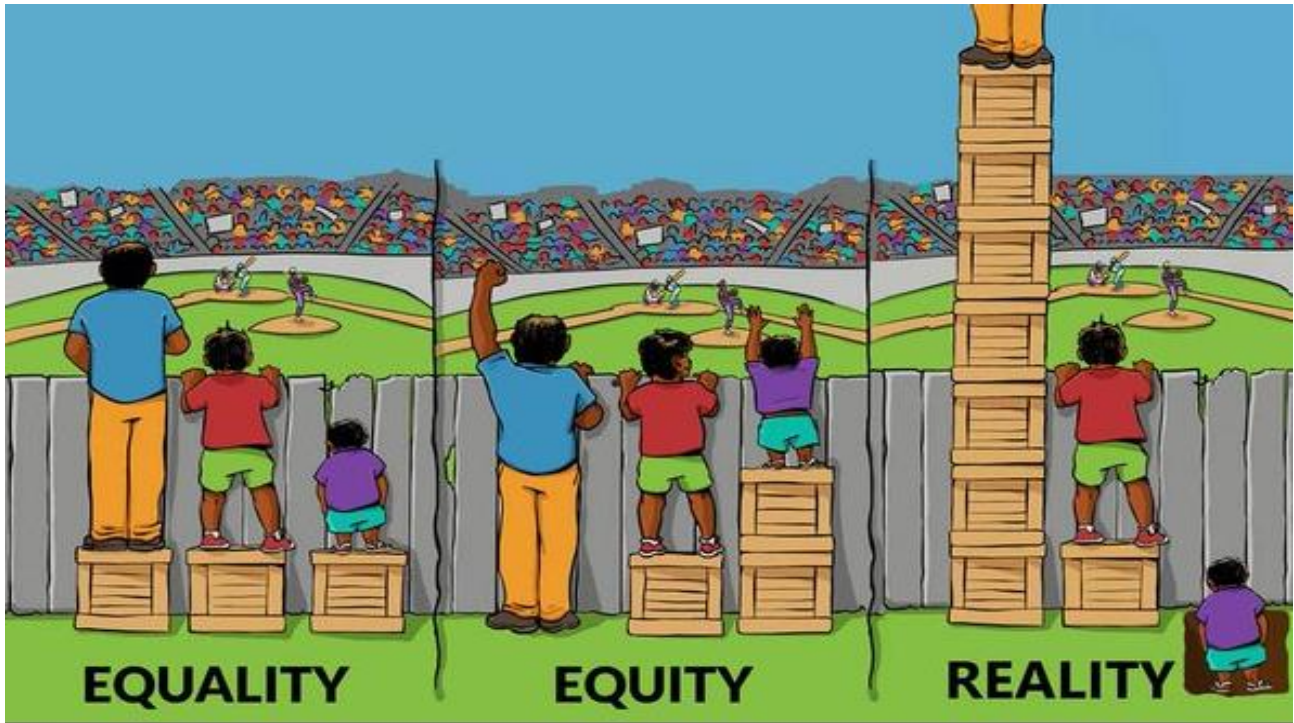
Most importantly, the school leader will spend most of his time in the support of teachers and the initiatives and goals of teaching and learning. A regular part of his day will include visiting classrooms and providing teachers with immediate coaching, feedback and suggestions for improvement. The regularity of the interaction will serve to develop deep relationships and set the stage for robust job embedded learning.

Provide the number of educators who have met the Minnesota READ Act professional development requirements through previous training, those who are currently in training, and those who still need training.

Phase 1: Educator Role	Total Number in District or Charter Organization	Educators who have completed Training	Educators with Training in Progress	Educators who need Training
Pre-K Classroom and Part B/619 Early Childhood Special Education Educators responsible for early literacy instruction	N/A	N/A	N/A	N/A
K-3 Classroom Educators (including ESL instructors responsible for reading instruction)	8	0	0	8
Grades 4-5 (or 6) Classroom Educators (if applicable)	2	0	0	2
K-12 Reading Interventionists	1	0	0	1
K-12 Special Education Educators responsible for reading instruction	1	0	0	1
Pre-K through grade 5 Curriculum Directors	0	0	0	0
Pre-K through grade 5 Instructional Support Staff who provide reading support	0	0	0	0

Phase 2: Educator Role	Total Number in District or Charter Organization	Educators who have completed Training	Educators with Training in Progress	Educators who need Training
Grades 4-12 Classroom Educators responsible for reading instruction	3	0	0	3
Pre-K through 12 Educators who work with English learners (Licensed ELL teachers)	15	0	0	15
Grades K-Age 21 Educators who work with students who qualify for the graduation incentives program under section 124D.68	0	0	0	0
Grades 6-12 Instructional support staff who provide reading support	0	0	0	0
Grades 6-12 Curriculum Directors	0	0	0	0
Employees who select literacy instructional materials for Grades 6-12	1	0	0	1

THE ÉXITOS MODEL EQUITY NOT EQUALITY



Pillars of Instruction

- 2-way dual language immersion
- Personalized learning
- Global Curriculum
- Future ready skill development

Culture & Community

- Calm, caring, joyful
- Educating the whole child
- Parent engagement & learning
- Strategic Partnerships

While equality admirably aims for fairness it only works if everyone starts at the same place and has the same needs going forward. A more productive path to fairness is equity, which we define as providing every learner what he or she needs to be successful.

To achieve this, our educational system must shift from its current focus on the "fictional" average student and become more adept at understanding how individuals learn best. Our system must adopt personalized learning and teaching approaches **and tools that help educators and students build on diversity**



Instruction

Instructional methods utilized at Escuela Éxitos will be Evidence-Based on the Principles of Dual Language Learning and will be monitored for fidelity of implementation. All instruction will be student-centered. Specific instructional strategies that have proven effective include TPR (Total Physical Response) a method of teaching language or vocabulary concepts by using physical movement to react to verbal input, and Kagan Collaborative Structures. The process mimics the way that infants learn their first language, and it reduces student inhibitions and lowers stress. Another example of an

effective strategy is the use of graphic organizers in the classroom and increasing student voice through the collaborative strategies. Ample time will be given in our daily schedule to allow for Guided Instruction and Independent Practice through a center-based philosophy that support Personalized Learning.

As described in detail, personalized learning customizes all learning plans including curriculum based on data (multiple measures.) Time is built into the school schedule to allow daily reflection and modification by teachers. Identified trends in data are used to inform adjustment to both small group and large group instruction.

Escuela Éxitos will have a rich music, art, media/technology and health programs that will meet the needs of all students and whenever possible content and programs will be delivered in a multicultural context.

Student Engagement and a World View

Escuela Éxitos will provide a learning environment that is engaging and relevant to the lives of the scholars we serve. Here are ways that our model works toward those goals:

- Using learner profiles and learning paths to allow for choice and individualization.
- Involving students in data gathering and goal setting so they will be invested in the outcome of their growth.
- Engaging students in real-world projects with other students in Minnesota, the country and across the world. As a critical team member in a group outside of their classroom, students develop ownership and responsibility to others.

- Providing substantive choice in project direction, ways to learn and to demonstrate mastery.

FIDELITY TO OUR IMPLEMENTATION AND PROGRAM

(Program Structure)

In order to ensure equity and to meet the needs of all children we will provide learning opportunities through our Two-Way Dual Language Immersion Model that are highly Personalized and Individualized to each learner. In order to be sociocultural responsive, we will embrace a collaborative learning structure that is student-centered and gives student voice while embedding Social Emotional Learning in the curriculum. In order to prepare learners effectively for the future and global opportunities our program will include the United Nations Sustainability Goals and present our students with the opportunity to collaborate with other students worldwide.

Our vision includes a rigorous curriculum aligned with high expectations and innovative approaches all focused on a highly individualized learning program - ultimately providing a holistic education founded in equity. Our implementation of personalized student-centered learning will provide a foundation for deeper learning and promote individual student success. Yet when needed, a robust plan for MTSS will guide individual plans for interventions based on student need.

Design principles include learning that is Individualized for each student; learning is mastery-based; accessible 24/7 through learning opportunities beyond school walls; allowing for personalized learning paths that promote student engagement and ownership of learning. We expect to incorporate and enhance student voice and choice in learning ensuring that our model encourages learning that is personally relevant to each student. The development of learner profiles and corresponding personalized learning plans guarantees that school teams know each student while allowing them to work at a pace

that is appropriate yet challenging. Careful monitoring of plans and regular data cycles will ensure differentiation based on individual student needs.

21st century skill development is embedded in the learning experience at Escuela Éxitos. Going beyond the typical uses of technology in learning, students have opportunities to use technology to support higher levels of learning through a variety of technology tools designed for communication, collaboration, knowledge construction, presentation and creation. Focusing on leadership skills, authentic interaction and collaboration with peers and professionals across the world builds on students' unique cultural experiences and allows them to become leaders in a global society and economy.

By using a variety of written, oral, video, livestream, and presentation technology tools, students will become highly skilled communicators in a variety of contexts and audiences. Understanding that collaboration goes much deeper than working together, students use collaborative opportunities within the classroom, the community, and globally to make substantive decisions and work interdependently to create new and deeper understanding.

Developing skills and engaging in real-world problem solving (utilizing curriculum developed in conjunction with the United Nations' Sustainable Development Goals, which are an urgent call for action by all countries - developed and developing - in a global partnership) allows students to take their understanding of content into real-world situations that increase engagement and deepen understanding all while preparing them for success in college and career.

Based on the past academic performance by all Minnesota learners, specifically minority and ELL's, Escuela Éxitos supports the best practices the Read ACT brings to the table and requires school to do. However, we ask for understanding that components of the Read ACT do not fit in how Languages (both Spanish and English) are learned in a Two-Way Dual Language Immersion program.

In our program you can expect K - 3 grade students test low in English screeners being demanded by the Read ACT and MDE, as our student instruction is predominantly in Spanish (the easier language to learn) in the identified percentages above (90/10 model). However, once the students are in grades 4th - 8th, you can expect them to perform and grow at a much faster rate than the national average and slowly close the existing achievement gap. Finally, it is important to note that Escuela Éxitos is a new school with increasing enrollment every year, and because we do not limit or exclude when a student can enroll in our school. We will, with a high probability enroll new students who are academically behind and who will find a place that values their language and diversity and we will provide for them a place to grow both academically and as responsible students/citizens ready for succeed in High School and be Career or College ready.